

# 90-Minute Reading Block

Instruction	Minutes	Group Size	Examples of Activities
Initial	20-50 minutes	Whole class	Phonological Awareness Phonics/Word Study Fluency Vocabulary Comprehension
Small Groups	30-70 minutes daily	Small groups	Group 1: Teacher-directed group Group 2: Word Study Station Group 3: Vocabulary Station Group 4: Fluency Station Group 5: Comprehension Station

# Small Group Instruction

- Teacher Station
- Phonological Awareness/Word Study
- Fluency
- Comprehension
- Vocabulary

# Work Station Conclusion

- Please gather all materials as you found them: place in baggies, etc.
- One person return materials to the front of the room
- Turn your chair toward the front of the room
- Take a break until you hear the “come back” song!

# Phonological Awareness Station

- Making sounds using mirrors
- Say It and Move It
- Elkonin boxes
- Segmenting syllables
- Blending and Segmenting
- Initial/ending sounds of objects
- Bingo: Initial sounds
- Card game with initial/ending sounds

# Word Study Station

- Syllable puzzles
- Word sorts
- Make words with a given set of letters or letter combinations
- Word parts
- Making words using a particular word family

# Building Words

Root	Short vowel? Y/N	Double Consonant?	Final Word
run	Y	Y	runner
read	N	N	reader

# Fluency Station

- Letter and word level fluency practice
- Independent level text
- Partner reading
- Computer-Based/Tape-Assisted Reading and Rereading
- Timed Reading
- Practice for Reader's Theater or Star Reader
- Road Race

# Road Race

for	he
it	the
boy	because
cat	girl
and	little
go	red
is	I

Start here and go up and over 2005 M. E. Arguelles

End here



# Partner Reading

- Provides students with repeated reading practice
- Increases fluency
- Increases students' time reading
- Maximizes student engagement
- Can be used with both expository and narrative text
- Affords you opportunities to provide individual support and guidance
- Provides a model of fluent reading for struggling readers

# Vocabulary Station

- Old Maid
- Concept Maps
- Semantic Feature Analysis
- Word Lines
- Have you ever...
- Idea completion
- Word association

# Have You Ever?

- Describe a time when you might urge/console/commend/banter someone
- Have you ever eaten something gruesome?
- Describe an animal that is fierce/dangerous/gruesome
- Describe a time when you felt terror/dread/scared/danger

# Idea Completion

- The audience asked the virtuoso to play another piece of music because...
- The skiing teacher said Melanie was a novice on the ski slopes because...
- Lisa told me a dreadful story about...
- Paul called Tim a coward when...

# Word Association

Accomplice, virtuoso, philanthropist, novice

- Which word goes with
  - crook?
  - gift to build a hospital?
  - piano?
  - kindergarten?

# Example/Non-Example

A mother tells her children that they should remember to take their vitamins every morning	urge	Children tell their mother that they already took their vitamins
The class makes plans for a Flag Day assembly	chorus	The whole class says the Pledge of Allegiance to the flag
A child asks politely for a band-aid after falling down	wail	A child screams after falling down
Our neighbors once told us that they had lived in Florida	mention	Our neighbors are always talking about when they lived in Florida

# Word Lines

How much energy does it take to...

1. Flex your little finger?
2. Thrust a heavy door shut?
3. Embrace a teddy bear?
4. Beckon to someone for five straight hours?
5. Seize a feather floating through the air?

Least energy \_\_\_\_\_ Most energy

# Vocabulary Matching

- Shuffle cards and have children match or play Old Maid with cards

*Baker, cook, doctor, pilot, conductor, concierge,  
person who practices medicine, person who  
prepares meals, person who flies a plane*



# Comprehension

- Retelling
- Story maps
- Creating teacher-like questions
- Use question cards to identify and answer different types of questions
- Use before, during, and after cards
- Get the gist
- Add a character
- Change the ending